



Program Name	Date Completed
BS in Health Science	April 2026
Report Completed By	Report Contributors
Bethany KiesBolkema	Tina Twilleger, Carol Foust, Margie Day, and Erin Nash
Brief Statement of Program Mission and Goals	
<p>HSHM Mission: The School of Health Science and Human Movement's mission provides broad theory-based foundations that incorporate laboratory and field-based learning opportunities that offer real-world experience, training, inter-professional education, and mentoring. Our diverse students develop skills that promote healthy lifestyles and fitness. Students graduate ready to seek employment or pursue advanced education in fields of health science, human movement, or related professions. Graduates are ethical and productive contributors to the health and well-being of their communities.</p> <p>Program Goals: (goals that align with and help us achieve the mission possible SLO's):</p> <ul style="list-style-type: none">a. Provide coursework that prepares students to effectively work in careers with diverse populations and cultures, and that adequately prepares students for advanced education in a dynamically changing health science and human movement community.b. Use relevant and best practice pedagogy, activities and assessments which connect students to the workforce/community.c. Engage in the use of current technologies in preparing students for the health and human movement-related needs of the future.d. Expose students to contemporary ethics and cultural issues they will encounter in the health science and human movement work force.	

Table I Closing the Loop

Report on at least one data-informed change to your curriculum during AY 2025-2026 that was implemented to improve student learning, in response to prior assessment cycles or other data.



A. Describe issues or SLOs addressed in the AY 2025-2026 cycle. Paste SLOs verbatim below.
<p>There were 4 SLOs reported on in 2025. Three that were addressed in some way in 2025-26 AY are:</p> <p>SLO 1: Summarize and synthesize information relevant to assessing and improving population health and healthcare issues</p> <p>SLO 2. Exhibits the ability to read and interpret scientific research with application of scientific methods, statistics, study design and reporting.</p> <p>SLO 4: Exhibit effective oral and written communication as well as mass communication regarding subjects related to health science in an individual and group setting.</p> <p>Previously, students completed a paper and presentation in HS 494 or HS 498 (field work or internship). Issue: Capstone assignments were completed near graduation, limiting quality.</p> <p>In spring of 2025, a new course, HS 493, Seminar, was included as a required course for Health Science majors. This course was designed to assist seniors in the transition towards career readiness and/or graduate school and includes several activities designed for growth in discipline specific knowledge and skills as well as activities designed for general professional knowledge and skills as well as growth. One of the activities is a workforce trends and issues paper and interactive presentation. Assignment directions and rubrics for both portions were created to align with and assess SLO 1, 2, and 4.</p> <p>Added HS 230 and HS 330 as part of the core curriculum for increase the breadth of common content in the program</p> <p>The student portfolio assignment, another source for current assessment data listed on the 2024-27 assessment plan, was revised and moved from HS 494/498 to HS 493. It does not directly align with SLO 1, 2, or 4, however, and is not in Appendix A to demonstrate changes within this cycle.</p> <p>See Appendix A for the directions and rubrics for the updated assessments used to measure for SLO 1, 2 and 4, An expectation of 70% or better on both the paper and presentation are noted for student success.</p>
B. In which prior academic year and semester was this SLO last assessed to generate data that informed the change(s) this year?
2023 and 2024
C. What were the recommendations for change in the previous cycle?
1. Explicitly embed structured components into key assignments, particularly for /SLOS related to communication (4), scientific research interpretation (2), and field-based application/problem solving (5).



2. The plan continues to evolve over time. Some comments in the opening section (to report curricular improvements made) include plans that are still forward-looking. Continued data collection and reporting will illuminate the success of these efforts.

D. How were the recommendations for change acted upon?

Some discussions were had among the health science team, related to both the program review process and 2025 program assessment feedback. A decision was made to look at the program's assessment plan again. Changes to the program assessment plan will be identified and adapted prior to the 2026-27 AY fall semester start.

E. How did the change(s) implemented impact student learning? If the change was not effective, what are the next steps or new recommendations?

Changes have been implemented:

- HS 493 class with paper and presentation to better assess SLO 1, 2, and 4
- Addition of HS 230 and HS 330 to the Health Science core classes for increase the breadth of common content in the program and introduce/practice SLO 1 and 2

Impact not yet assessed

Enter Comments on Table I Closing the Loop Below



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Table II Annual assessment of Student Learning Outcomes (SLOs) in AY 2025-26

1. Include information to share assessment processes, results, and recommendations for improved student learning. Copy this table for each assessed outcome.

A. Program SLO(s) assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
SLO 1: Summarize and synthesize information relevant to assessing and improving population health and healthcare issues
B. Semester and year this SLO was previously reported on before this cycle.
It was included in the 2023 report (Fall 2019-Fall 2022 data)
C. Describe the assessment method for this SLO(s).
<p>Cycle 2 (2025-2026):</p> <ul style="list-style-type: none"> • <u>Exit examination scores and Student end-of-program surveys are both listed as methods used to measure this SLO in the 2024-27 Assessment Plan.</u> <p>Exit Examination: The 50-point exam is administered to students electronically during the HS 494 (field work) or HS 498 (internship) courses taken at the end of their program. The exam questions are 1 point each and cover a variety of topics based on the course classes required in Health Science, such as Anatomy and Physiology, epidemiology, human development, general chemistry, introduction to public health, and medical terminology. Students are allowed to take the exam multiple times and retain the highest score.</p> <p>End-of-Program Survey: The end-of-program survey is a 13-question online survey intended to be administered to students at the end of their program in HS 498 (student internship). The survey includes 6 Likert-scale type questions:</p> <ul style="list-style-type: none"> • I believe my education at CSU Pueblo has successfully prepared me to enter the related professional field of my choice. • I believe that my preparation in Health Sciences compares favorably with that of graduates from similar programs at other institutions of higher learning in Colorado. • I speak positively to others about the CSU Pueblo as a good place to receive an education in Health Sciences.



- The academic advisement provided by the current Health Sciences faculty was helpful and effective.
- As a whole, the Health Sciences faculty at CSU Pueblo showed interest in me as a person.
- As a whole, the Health Sciences faculty compares to the remainder of the CSU Pueblo faculty as being:

The survey includes one question that asks students to rate each course they took on both quality and application.

Finally, the survey includes four open-response questions:

- How confident do you feel about your abilities in your chosen field at this time?
- Please list any improvements you believe should be made to the Health Science curriculum (e.g. classes offered and required) and/or to the program as a whole:
- Describe your experience with Health Science faculty or staff while at CSU Pueblo, including things that helped you advance and those that were a barrier in some way:
- What were the most valuable things you received from your education at CSU Pueblo?

D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.

Exit Examination: 33 students completed the exam in HS 498 from Spring 2023 through Fall of 2025. An additional 49 students completed the exam in HS 494 from Spring of 2023 through the fall of 2025.

- 41 students in 2023
- 22 students in 2024
- 19 students in 2025
 - NOTE: Missing students from this cohort; 11 students were in HS 494 or HS 498 in Fall of 2025 that did not complete the final exam.

End-of-Program Survey: 19 Students completed the survey in 2023 and 2024. The survey was not administered at all in 2025.

E. Explain the expected proficiency level and proportion of students who should reach this level.

Exit Examination: The expected level of proficiency is to have at least 80% of the students receive a 70% or better on the exam.

End-of-Program Survey: There is no expected proficiency for this survey.



F. Provide Assessment results and number of students who met defined proficiency level.

Exit Examination: All but 2 students (80 of 82) met the proficiency level. The average percentage score on the exam was 89.7% in HS 498 (N=33) and 89.6% in HS 494 (N=49). The two students who did not meet proficiency received a 0% due to not taking the exam.

End-of-Program Survey: The survey was not consistently administered; missing 2025 data. Mean confidence score: 4.21/5

G. Describe what the results or trends indicate student performance.

Exit Examination: Exam scores consistently above 80% could indicate having acquired knowledge broadly applied to summarizing and assessing information related to improving population health and healthcare issues.

However, due to the type of exam and the way in which it is administered, the results may be overestimating student learning. The exam is not proctored and allows for two attempts. The items in the exam are not aligned to specific courses or competencies. The current measures show high performance but may lack validity.

End-of-Program Survey: This survey is designed to assist with program improvements related to course quality and application, staff/faculty performance, and overall program satisfaction. It does not indicate student performance, employment or graduate placement.

H. Describe program level changes/improvements planned for next AY (2026-2027?) which are informed by this assessment.

Because the two assessment measures listed in the 24-27 assessment plan do not correspond well to measuring SLO #1, there are not any program-level improvements planned for the next year as a result.

Due to the scrutiny on these assessment methods, however, there will be changes made to the assessment methods.

1. The exit examination may be retained in future assessment plans with some key changes: Aligning test items to concepts from specific core or required courses; requiring online proctored exams; one-time exam (no re-testing);
 - a. NOTE: During last year’s assessment, a pre-test was added into HS 101 so that the final program exam scores from HS 498 could be correlated to a previous score for the same student. There will not be pre-post assessment data until Fall of 2026 at the earliest.
2. The End-of Program Survey will continue to be collected and used for program improvements but will not be linked to program assessment for student performance.



A. Program SLO(s) assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
SLO 3: Evaluate and integrate critical concepts and skills acquired in the health sciences curriculum to common professional problems in the health science fields of interest;
B. Semester and year this SLO was previously reported on before this cycle.
It was included in the 2023 report (Fall 2019-Fall 2022 data)
C. Describe the assessment method for this SLO(s).
<p><u>Cycle 2 (2025-2026):</u></p> <ul style="list-style-type: none"> <u>Exit examination scores and student end-of-program surveys are both listed as methods used to measure this SLO in the 2024-27 Assessment Plan.</u> <p>Exit Examination: The 50-point exam is administered to students electronically during the HS 494 (field work) or HS 498 (internship) courses taken at the end of their program. The exam questions are 1 point each and cover a variety of topics based on the course classes required in Health Science, such as Anatomy and Physiology, epidemiology, human development, general chemistry, introduction to public health, and medical terminology. Students are allowed to take the exam multiple times and retain the highest score.</p> <p>End-of-Program Survey: The end-of-program survey is a 13-question online survey intended to be administered to students at the end of their program in HS 498 (student internship). The survey includes 6 Likert-scale type questions:</p> <ul style="list-style-type: none"> I believe my education at CSU Pueblo has successfully prepared me to enter the related professional field of my choice. I believe that my preparation in Health Sciences compares favorably with that of graduates from similar programs at other institutions of higher learning in Colorado. I speak positively to others about the CSU Pueblo as a good place to receive an education in Health Sciences. The academic advisement provided by the current Health Sciences faculty was helpful and effective. As a whole, the Health Sciences faculty at CSU Pueblo showed interest in me as a person. As a whole, the Health Sciences faculty compares to the remainder of the CSU Pueblo faculty as being: <p>The survey includes one question that asks students to rate each course they took on both quality and application.</p> <p>Finally, the survey includes four open-response questions:</p> <ul style="list-style-type: none"> How confident do you feel about your abilities in your chosen field at this time?



- Please list any improvements you believe should be made to the Health Science curriculum (e.g. classes offered and required) and/or to the program as a whole:
- Describe your experience with Health Science faculty or staff while at CSU Pueblo, including things that helped you advance and those that were a barrier in some way:
- What were the most valuable things you received from your education at CSU Pueblo?

D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.

Exit Examination: 33 students completed the exam in HS 498 from Spring 2023 through Fall of 2025. An additional 49 students completed the exam in HS 494 from Spring of 2023 through the fall of 2025.

- 41 students in 2023
- 22 students in 2024
- 19 students in 2025
 - NOTE: Missing students from this cohort; 11 students were in HS 494 or HS 498 in Fall of 2025 that did not complete the final exam.

End-of-Program Survey: 19 Students completed the survey in 2023 and 2024. The survey was not administered in 2025.

E. Explain the expected proficiency level and proportion of students who should reach this level.

Exit Examination: The expected level of proficiency is to have at least 80% of the students receive a 70% or better on the exam.

End-of-Program Survey: There is no expected proficiency for this survey.

F. Provide Assessment results and number of students who met defined proficiency level.

Exit Examination: All but 2 students (80 of 82) met the proficiency level. The average percentage score on the exam was 89.7% in HS 498 (N=33) and 89.6% in HS 494 (N=49). The two students who did not meet proficiency received a 0% due to not taking the exam.

End-of-Program Survey: The survey was not consistently administered; missing 2025 data. Mean confidence score: 4.21/5

G. Describe what the results or trends indicate about student performance.

Exit Examination: Exam scores consistently above 80% could indicate some general the ability to apply health science concepts to common professional problems in health science.



However, due to the type of exam and the way in which it is administered, the results may be overestimating student learning. The exam is not proctored and allows for two attempts. The items in the exam are not aligned to specific courses or competencies. The current measures show high performance but may lack validity.

End-of-Program Survey: This survey is designed to assist with program improvements related to course quality and application, staff/faculty performance, and overall program satisfaction. It does not indicate student performance, employment or graduate placement.

H. Describe program level changes/improvements planned for next AY (2026-2027?) which are informed by this assessment.

Because the two assessment measures listed in the 24-27 assessment plan do not correspond well to measuring SLO #3, there are not any program-level improvements planned for the next year as a result.

Due to the scrutiny of these assessment methods, there will be changes made.

3. The exit examination may be retained in future assessment plans with some key changes: ***Inclusion of a series of problem-based questions***; online proctored exams; one-time exam (no re-testing); alignment of test items to core or required courses.
 - a. NOTE: During last year's assessment, a pre-test was added into HS 101 so that the final program exam scores from HS 498 could be correlated to a previous score for the same student. There will not be pre-post assessment data until Fall of 2026 at the earliest.
4. The End-of Program Survey will continue to be collected and used for program improvements but will not be linked to program assessment for student performance.

A. Program SLO(s) assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
<p>SLO 6: Successfully enter into a health science related career or into a graduate program</p>
B. Semester and year this SLO was previously reported on before this cycle.
<p>It was included in the 2023 report (Fall 2019-Fall 2022 data)</p>
C. Describe the assessment method for this SLO(s).
<p><u>Cycle 2 (2025-2026):</u></p> <ul style="list-style-type: none"> • <u>Student end-of-program surveys is listed as the method used to measure this SLO in the 2024-27 Assessment Plan.</u> <p>End-of-Program Survey: The end-of-program survey is a 13-question online survey intended to be administered to students at the end of their program in HS 498 (student internship). The survey includes 6 Likert-scale type questions:</p> <ul style="list-style-type: none"> • I believe my education at CSU Pueblo has successfully prepared me to enter the related professional field of my choice. • I believe that my preparation in Health Sciences compares favorably with that of graduates from similar programs at other institutions of higher learning in Colorado. • I speak positively to others about the CSU Pueblo as a good place to receive an education in Health Sciences. • The academic advisement provided by the current Health Sciences faculty was helpful and effective. • As a whole, the Health Sciences faculty at CSU Pueblo showed interest in me as a person. • As a whole, the Health Sciences faculty compares to the remainder of the CSU Pueblo faculty as being: <p>The survey includes one question that asks students to rate each course they took on both quality and application.</p> <p>Finally, the survey includes four open-response questions:</p> <ul style="list-style-type: none"> • How confident do you feel about your abilities in your chosen field at this time? • Please list any improvements you believe should be made to the Health Science curriculum (e.g. classes offered and required) and/or to the program as a whole: • Describe your experience with Health Science faculty or staff while at CSU Pueblo, including things that helped you advance and those that were a barrier in some way: • What were the most valuable things you received from your education at CSU Pueblo?



D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.

End-of-Program Survey: 19 Students completed the survey in 2023 and 2024. The survey was not administered at all in 2025.

E. Explain the expected proficiency level and proportion of students who should reach this level.

End-of-Program Survey: There is no expected proficiency for this survey.

F. Provide Assessment results and number of students who met defined proficiency level.

End-of-Program Survey: Level of proficiency is not applicable to this assessment. It does not directly measure employment or graduate placement

There are two questions on the survey that are related to career readiness.

1. I believe my education at CSU Pueblo has successfully prepared me to enter the related professional field of my choice.
 - a. Mean score of 4.21 (N=19) on a 5 point scale (5 being “strongly agree”)

2. How confident do you feel about your abilities in your chosen field at this time?

Qualitative response were given for this question. (N=19)

 - a. Nearly all students indicated that they fell very confident or confident; there were two that indicated they were “pretty confident” but unsure of what types of jobs to get with just a bachelor’s in health science. One student indicated low confidence.

Limitations: Survey not consistently administered (missing 2025 data)

G. Describe what the results or trends indicate about student performance.

End-of-Program Survey: This survey is designed to assist with program improvements related to course quality and application, staff/faculty performance, and overall program satisfaction. It does not indicate student performance, employment or graduate placement.

H. Describe program level changes/improvements planned for next AY (2026-2027?) which are informed by this assessment.

Because the assessment measure listed in the 24-27 assessment plan does not correspond well to measuring SLO#6, there are not any program-level improvements planned for the next year as a result.



Due to the scrutiny on this assessment methods, there will be changes made.

1. The End-of Program Survey will continue to be collected and used to inform program-level decision making but may not be linked to program assessment for student performance. The health science team will determine if SLO 6 will be retained as written in the current assessment plan, and if so, a measure directly related to number of BSHS students employed or in graduate school within 1 year of graduation from CSU Pueblo will be added and a data source created to collect the accurate data will be created.
2. If the survey is retained, the LMS course shell for HS 498 will be edited to clearly include the survey so that it is administered each semester as a part of week 15 or 16 of the course.

Enter Comments on Table II AY 2026 Assessment Below

Major Assessment Considerations

- Opportunities exist to strengthen alignment between SLOs, assessment measures, and data sources
- Current assessment practices rely heavily on self-report surveys and knowledge-based exams
- Data collection processes have varied across semesters
- Additional assessment measures may help provide a more comprehensive picture of student learning

Planned Improvements (2026–2027)

- Revise assessment plan for stronger alignment and clarity
- Improve exit exam by:
 - Aligning to core courses and SLO's
 - Adding problem-based questions
 - Proctoring and limiting attempts
 - Implement pre/post assessment model (HS 101 → HS 493)
- Separate program improvement surveys from student learning assessment
- Develop direct measures of career outcomes (employment/graduate tracking if possible)
- Standardize survey administration in capstone courses

Overall Conclusion

The program demonstrates strong student performance, but current assessment methods may not provide the most valid evidence of learning outcomes. The department is actively:

- Redesigning curriculum (e.g., HS 493 and adding HS 230 and 330 to the core curriculum)
- Strengthening assessment strategies
- Improving alignment and data quality

These efforts position the program for more rigorous, evidence-based assessment and continuous improvement moving forward.



APPENDIX A: Trends and Issues Paper and Presentation (Used to assess SLO 1, SLO 2, and 4 REVISED assessment)

HS 493 Trends and Issues Paper

Directions: Complete a 3–5-page paper synthesizing five or more journal articles containing original research related to a professional trend/issue or problem in a chosen field. Use the information listed below and the example paper attached to achieve success.

- **Topics:** Topics should be related to the degree, field of study, or area of future employment. Possible topics include but are not limited to: weight loss trends, mental health issues, communicable diseases (vaccines, isolation, etc.), recreation use fees, coaching trends, tourism decline, risk management, diversity/inclusion, public land use, the healthcare crisis, international health issues, behavior change trends, common injuries, resource scarcity, youth weight lifting, etc.
- **References:** Five sources must be peer-reviewed research papers from academic journals. Additional references from reputable sources are also allowed.
- **Organization of Paper:** The paper should follow APA guidelines for formatting and citations within the paper. It should include three sections
 - (1) Introduction/ Background to the issue or trend
 - (2) Review of Literature
 - (3) Conclusion and Student Response.

Per APA formatting, a title page, running head, and reference page will be included.

Evaluation: 75 points total; see rubric for categories and point breakdowns.



**Academic Program Assessment
AY 2025-2026 [Due 6/1/26]**

Rubric (75 Points)

Criteria	Exemplary	Proficient	Developing	Insufficient
Topic Relevance & Professional Significance (10 pts)	9–10: Clearly tied to discipline and workforce issues; significance clearly justified.	7–8: Relevant to field; general significance explained.	5–6: Weak or unclear professional relevance.	0–4: Not related to field.
Introduction / Background (10 pts)	9–10: Clear overview, strong background, purpose stated.	7–8: Adequate overview with minor clarity issues.	5–6: Limited or unfocused background.	0–4: Lacks context or clarity.
Sources & Evidence (10 pts)	9–10: 5+ current peer-reviewed research studies, highly relevant.	7–8: 5 peer-reviewed sources, mostly relevant.	5–6: Fewer than 5 peer-reviewed or limited relevance.	0–4: Inappropriate or missing research sources.
Literature Review: Summary & Synthesis (20 pts)	18–20: Strong synthesis integrating studies and connecting to workforce issues. Includes 2+ thematic section headings	14–17: Accurate summaries with some synthesis. Includes thematic section headings	10–13: Primarily article-by-article summary.	0–9: Little understanding or synthesis of research.
Conclusion & Student Response (10 pts)	9–10: Insightful synthesis, implications discussed, thoughtful response.	7–8: Clear summary with some application.	5–6: Minimal insight; mostly restates content.	0–4: Weak or missing conclusion.
Written Communication (10 pts)	9–10: Clear, concise, professional, well-organized writing.	7–8: Generally clear with minor issues.	5–6: Frequent clarity or organization problems.	0–4: Unclear, disorganized writing.
APA Format & Mechanics (5 pts)	5: Correct APA format; minimal grammar errors.	4: Minor APA or grammar errors.	2–3: Multiple APA or grammar issues.	0–1: Major or consistent errors.

HS 493 Trends and Issues Presentation

Directions: Students will facilitate a 10–15-minute interactive presentation on their issue or trend. The presentation will include:

- A slideshow with no more than 10 slides (title, background, literature/references, activity with questions).
- A short overview of the issue and relevant literature (3 minutes)
- Facilitated discussion OR activity with 2 critical thinking questions. Students may use a “class exercise” or Q and A session for this portion.
- The student will record all or a portion of their presentation, watch the presentation recording, and will provide self-evaluation on the rubric using the video as a resource.

Trends & Issues Presentation and Reflection Rubric

Criteria	Exemplary	Proficient	Developing	Insufficient
Slide Show Design & Visual Communication (15 pts)	14-15: Professional, consistent design; clear visuals; supports presentation; includes required slides and ≤10 total slides.	10-13: Organized and clear with minor inconsistencies.	5-9: Inconsistent design, overcrowded slides, or missing elements.	0–4: Poor design, distracting, incomplete, or exceeds slide limit.
Content: Issue Overview & Relevant Literature (25 pts)	23-25: Clear overview of issue and professional value; strong synthesis of research; answers questions accurately.	17-22: Accurate overview and research summary with limited synthesis.	11-16: Basic overview; research mostly summarized; limited understanding.	0–10: Inaccurate or unclear content; little connection to research.
Facilitated Discussion or Activity (25 pts)	23-25: Two or more strong critical-thinking questions; smooth facilitation; keeps class engaged and on time.	17-22: Relevant questions; discussion/activity somewhat effective.	11-16: Questions lack depth; awkward facilitation; limited engagement.	0–10: Discussion/activity missing or ineffective.
Professionalism & General Requirements (10 pts)	9–10: On-time submission; ~10 min presentation; professional delivery and appearance.	7–8: Minor timing, submission, or professionalism issues.	5–6: Noticeable issues with preparation or delivery.	0–4: Missed deadlines or unprofessional conduct.